

# Brainology®

FOR HOME



Brainology® Curriculum  
Guide to Implementation



### Unit 1 Lesson 3 “Practice It”: Effective Effort

**Description:** Brainology® Program Unit 1 Practice Lesson

**Objective:** Children will use metacognition to reflect on their process and their level of effective effort based on the Effective Effort Rubric.

**Length:** Approximately 40-45 minutes

**Instructions for the parent:**

1. Explain to your child that the focus of today will be discussing how to apply effective effort (i.e., how to go beyond “working hard” to “working smart”).
2. Introduce the brief discussion topic: “It seems effortless to perform many of our favorite activities and to learn some of our favorite things: playing games, remembering basketball stats, playing video games or learning new apps, learning new dance moves, etc. However, the things that seem easy to us actually are more complex tasks that require lots of work and effort.” Ask:
  - What is your favorite thing to do? (Or discuss one of your favorites.)
  - Recall when you first did the activity. How did you learn to do it? What did you do to get better? Did you make mistakes before you got it right? Do you think you learned from those mistakes?
3. Dr. Carol Dweck is a psychologist who is fascinated with why some people are successful and why some fail. Here is what she discovered after decades of research:
  - When people believe they failed because they are not smart or talented, they stop trying to learn – and continue to fail.
  - When people believe that they failed because of not working hard enough, they work harder and learn – and eventually become successful.
4. Ask your child if they have found this to be true in their own lives. Do they try harder and practice more if they think that effort and practice will make them successful?
5. Ask the your child: How does a person’s attitude affect his/her success?
6. Ask your child to complete this response frame: “I think that a person’s attitude...”
7. Use an interactive strategy to share responses (think-pair-share; whip-around; numbered heads together; random response cards or craft sticks).

*(Instructions continued on the next page)*



#### Differentiating Instruction: Rubrics

##### Content

**Option A** is for Advanced and On-Level readers (lexile 860); **Option B** is for Below-Level readers (lexile 600). There is an additional cognitive challenge in the metacognitive reflection that this lesson requires. Consider that challenge when you select your rubric option.

**Unit 1 Lesson 3 “Practice It”: Effective Effort , cont.**

8. Tell the your child: Sometimes we think we tried hard to learn something, but still didn't learn it. We give up too soon because we do not know how to apply effective effort to learn or practice— how to work hard AND work smart.
9. Provide Effective Effort Rubric Option A or B. This rubric is a tool for thinking about how well you tried to learn something. When people say “try harder,” we know it doesn't work to just stare at something harder. We need to do something differently! Look at the column on the left. These are the things we can do to learn:
  - Take on challenges— don't run away when things get tougher.
  - Learn from mistakes — and do things differently next time.
  - Accept feedback— don't get upset.
  - Practice and use appropriate strategies — give it time.
  - Persevere and have focus— don't try to do two or more things at once.
  - Ask questions— ask for help.
  - Take risks— do something!
10. This rubric is a way for you to think about learning something new (like research essays, pre-algebra, Spanish, tennis, or music). Think about something you tried to learn recently that you didn't already know how to do. How much effective effort did you use? Use this rubric to circle or highlight the boxes that explain pretty well how you performed.
11. On the next page, write a short paragraph explaining how much effective effort you put into learning this new thing. Use language from the rubric in your explanation.
  - For example: Perseverance - “When I had my coach there next to me giving me tips, I kept trying to learn to pitch. But when he paid more attention to the other pitcher, I gave up and asked to play outfield. I think I was mixed in that category because I took his feedback well, but gave up.”

Common Core Connections: While the lesson does not specifically provide instruction in any of the Common Core Literacy or Math Standards, there is metacognitive support in this lesson for students to reflect on their process as learners. When they are learning to write a research paper, to solve an equation, or to closely read a complex text, what is their process? Do they have an effective way to apply effort? This lesson helps your child connect effective efforts to successful learning experiences.

**FEEDBACK CORNER**

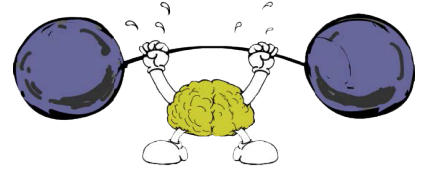
Try responding to students who...

*struggle* with,

*“What learning strategies are you using? How about trying some different ones?”*

*succeed with strong effort* with,

*“Congratulations! You really used great strategies for studying, managing your time, controlling your behavior...”*

**Brainology® Unit 1 Lesson 3, “Practice It”: Effective Effort - Option A****Effective Effort Rubric**

In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	FIXED	MIXED	GROWTH
<b>Taking on Challenges</b>	You don't really take on challenges on your own. You feel that challenges are to be avoided. You prefer easy work.	You might take on challenges when you have some previous experience with success in that area.	You look forward to the next challenge and have long range plans for new challenges. If things are easy, you find them boring.
<b>Learning from Mistakes</b>	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You can accept mistakes as temporary setbacks, but you want to forget about them as much as possible. You don't use your mistakes to learn and improve the next time.	You see mistakes as temporary setbacks—something to be overcome. You think about what you learned from your mistakes and use it to do better at the task.
<b>Accepting Feedback and Criticism</b>	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback make you feel like giving up.	You may be motivated by feedback if it is not too critical or threatening. It depends on who is giving the feedback and how difficult the task is.	You look for feedback and criticism on your performance so that you can improve. You apply new strategies as a result of feedback.
<b>Practice and Applying Strategies</b>	You don't like to practice and avoid it when you can.  You don't have many strategies for accomplishing the learning goals or tasks, or the strategies you're using are not working.	You practice, but a big setback can make you want to quit. You're more willing to practice things you are already considered "good at." You're open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you're already "good at."	You enjoy practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You use many strategies, think of some of your own strategies, and ask others about their strategies.
<b>Perseverance (focus on task)</b>	You have little persistence on learning goals and tasks. You tend to give up at the first sign of difficulty.	You may stick to it and persist if you get support from others. Unless others give you strategies for overcoming obstacles, you usually stop or give up.	You "stick to it" and keep working hard until the task is complete, even when it's difficult.
<b>Asking Questions</b>	You don't ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be outside of your ability and skills, you probably won't ask questions.	You ask lots of specific questions of yourself and others. You don't just take things as they appear— you challenge yourself, the material, the task, and the teacher to make sure that you understand.
<b>Taking Risks</b>	You don't take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You would rather not learn something than risk failing at it.	You'll take risks if the task is already familiar to you. If not, you'll resort to copying or turning in partially completed work. You may be willing to make a mistake to learn, but not if you are doing it in front of others.	You begin tasks confidently and you are willing to risk making errors. You'd rather try and fail than never try.

**Brainology® Unit 1 Lesson 3, “Practice It”: Effective Effort - Option A, cont.****Effective Effort**

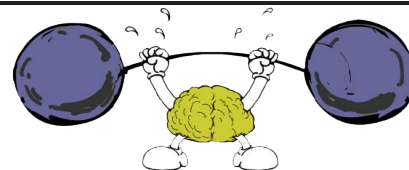
Write a short paragraph explaining how much effective effort you put into learning this new thing. Use language from the rubric in your explanation.

For example: **Perseverance** - *“When I had my coach there next to me giving me tips, I kept trying to learn to pitch. But when he paid more attention to the other pitcher, I gave up and asked to play outfield. I think I was mixed in that category because I took his feedback well, but gave up.”*



## Brainology® Unit 1 Lesson 3, “Practice It”: Effective Effort - Option B

## Effective Effort Rubric



In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	FIXED	MIXED	GROWTH
<b>Taking on Challenges</b>	You don't try hard things. You only do easy work or take shortcuts.	You might try something difficult if someone makes you, but you would not choose it on your own.	You will choose something hard rather than easy if you have a choice. If things are easy, you find them boring.
<b>Learning from Mistakes</b>	You want to forget about mistakes as much as possible. You may hide mistakes and find excuses for them.	You try to avoid making a mistake a second time. You don't like to think about them.	You see mistakes as a chance to learn. You think about what you can do differently next time.
<b>Accepting Feedback and Criticism</b>	You're so upset by feedback and criticism that you feel like giving up.	Feedback and criticism make you a little embarrassed and/or bummed out. You may want to stop trying.	You feel OK about feedback and criticism because you know that you can do better next time.
<b>Practice</b>	You don't like to practice or work hard. You don't have many strategies for learning.	You only work as hard as you have to. You'll practice things you are already "good at."	You enjoy practicing and you work hard at new things. You may create your own study plans.
<b>Persistence (focus on task)</b>	You give up as soon as something is hard.	You may stick to it and keep trying if you get help from others. If something is too hard, you might not try very much.	You "stick to it" and keep working hard. If something is very difficult, you try harder.
<b>Asking Questions</b>	You don't ask questions or ask for help if something is hard.	You might ask questions about something that you think you can do. If it's too hard though, you might give up.	You ask lots of questions of yourself and others. You do whatever it takes to make sure that you understand.
<b>Taking Risks</b>	If something is too hard you turn in blank or copied work, if anything at all. You would rather not learn something than fail at it.	You may be willing to try something hard, but not if you are doing it in front of others.	You're willing to risk making mistakes. You'd rather try and fail than never try.

**Brainology® Unit 1 Lesson 3, “Practice It”: Effective Effort - Option B, cont.****Effective Effort**

Write a short paragraph explaining how much effective effort you put into learning this new thing. Use language from the rubric in your explanation.

For example: **Perseverance** - *“When I had my coach there next to me giving me tips, I kept trying to learn to pitch. But when he paid more attention to the other pitcher, I gave up and asked to play outfield. I think I was mixed in that category because I took his feedback well, but gave up.”*

# Other Mindset Works® Programs

Mindset Works® programs help students and educators become more motivated and effective learners.



## Brainology® FOR SCHOOLS

Brainology® for Schools is a blended learning curriculum that teaches students how to develop a growth mindset. The program includes online animated instructional units as well as offline classroom activities. Brainology® for Schools also comes with a Spanish language option: Brainology® en Español!



## Brainology® FOR HOME

Brainology® for Home is a blended learning curriculum that teaches students how to develop a growth mindset. The program includes online animated instructional units as well as offline activities.



## MindsetMaker™ Online Professional Development

This online Professional Development course for teachers provides tools and resources needed to shift teachers' practice and cultivate a growth mindset culture of teaching and learning within their classroom.



## GEM™ Growing Early Mindsets™

Growing Early Mindsets™ (GEM™) is an early learning curriculum designed to integrate growth mindset into the PreK-3 classroom.



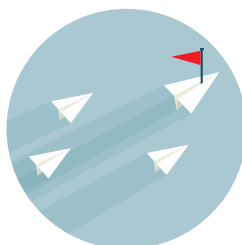
## SchoolKit

Mindset Works® SchoolKit is a suite of resources (including Brainology® for Schools, MindsetMaker™, and LeaderKit™) developed to cultivate a growth mindset school culture. It contains tools for administrators, teachers, and students to learn, teach, and live the growth mindset.



## Live Training

Our professional learning specialists deliver engaging, high-quality talks and workshops to help your school or district learn how to cultivate a growth mindset culture. Using reflection, discussion, activities, games, videos, and practical tools and resources, we can promise an interactive session that has lasting impact for both immediate and future change.



## LeaderKit™

The LeaderKit™ is a valuable resource for school leaders to use to help foster a growth mindset across a school. When leaders model a growth mindset, it sets the stage for all stakeholders to follow.



Learn more about Mindset Works® programs at:

[www.mindsetworks.com](http://www.mindsetworks.com)



# About Mindset Works

Mindset Works was co-founded by one of the world's leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The company translates psychological research into practical products and services to help students and educators increase their motivation and achievement.

## Our award-winning interactive program provides students, parents and educators with a better approach to learning.

Brainology® program is a fun, interactive, award-winning, online program that helps middle school students learn about how the brain works, how to strengthen their own brains and how to better approach their own learning. In the process, the Brainology® program helps them cultivate a growth mindset whereby they think of their intelligence as something they can develop through study and learning rather than as something fixed. The core belief in the malleability of the mind triggers motivation and learning-oriented behavior in various aspects of life.



Visit [www.mindsetworks.com](http://www.mindsetworks.com) for more growth mindset resources, tools, articles, and videos. Contact us at [info@mindsetworks.com](mailto:info@mindsetworks.com).



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